

A STUDY OF THE UTILIZATION OF MANAGEMENT
TRAINING AND EVALUATION PROCEDURES
IN OKLAHOMA CITY AND TULSA

By

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1984

Thesis
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ACKNOWLEDGMENTS

I would like to express my appreciation to the advisory committee, each of whom contributed to this study; Dr. Wayne James, thesis adviser, Dr. John Baird, Dr. Jerry Davis, and Dr. James Seals.

In addition, I thank the members of the Tulsa County Personnel Department, Terry Tallent, Jonie Firestone, and Carol Crowson, who have given so generously of their time and professional advise in the preparation of the questionnaire and final draft copy of the dissertation. Thanks go, of course, to the industries that participated in the study by completing the questionnaire.

A special thanks is due to my husband, Mahboob Rana, and my parents, Carlton and Emily Smith, whose support, drive, and assistance at home enabled me to complete this study.

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CHAPTER I

INTRODUCTION

Management training programs are utilized in American industries. Historically, management programs in America are a by product of the scientific management theories of Taylor and Fayol around the turn of the 20th century (Black, 1979). Numerous studies have shown that American industries have increased their utilization of management training programs (Black, 1979). The cost of management training is in excessive of a billion dollars a year (Clement, 1981).

In an attempt to reduce cost and increase effectiveness, management utilizes a variety of evaluation techniques (Digman, 1980). The American Society of Training and Development held the First Annual Invitational Research Conference with the theme "Evaluating the Payoff of Management Training" in 1978 (McNamara, 1979). The conference agenda reflected the concerns of management members that the appropriate training programs should be selected for employees and that the appropriate evaluation instruments should be utilized to determine the effectiveness of the training. The conference members noted that management resources were limited, therefore restricting the utilization of evaluation procedures (McNamara, 1979). "Futhermore, the out-

look for the 1980's shows that evaluation may continue to play a lesser role in management training (Clement, 1981, p. 12)."

Periodic studies have been conducted to monitor the utilization of management training programs and consequently, the utilization of evaluation procedures by industry (Black, 1979). The academic studies (Sullivan, 1970; Clegg, 1978) were conducted in Fortune 500 companies to specifically identify management's use of evaluation procedures. Research from the two studies would indicate an overall reduction in the utilization of evaluation procedures.

Statement of the Problem

To date, there has not been a survey to identify the utilization of management training programs and evaluation procedures in Oklahoma City and Tulsa.

Purpose of the Study

The purposes of the study were to (1) identify the utilization of management training programs and (2) identify the utilization evaluation procedures in Oklahoma City and Tulsa. The study was designed to determine the current utilization levels of evaluation procedures in Oklahoma City and Tulsa. In addition, the study attempted to determine if the economic recession in the local economies had an impact on the utilization of management training programs and for evaluation procedures in the fiscal year and/or in the next

fiscal year of the study.

The study was intended to provide insight into the utilization of evaluation procedures in Oklahoma City and Tulsa. Information was sought on the types of evaluation procedures utilized by industries in the locales. Additional insight was sought on the reasons why evaluation are or are not utilized in Oklahoma City and Tulsa.

Research Questions

The research questions of the study were as follows:

1. What was the frequency of management training programs within the industries in the selected urban areas of locales?
2. Which evaluation techniques were being utilized to evaluate management training programs?
3. What reasons would an industry identify for not utilizing evaluation techniques?
4. What was the impact of the evaluation findings on the management training programs and the continued utilization of the management training programs by the industry?
5. Is there any identifiable connection between the utilization of evaluation techniques and the economic recession?

Limitations

The study was limited by several factors:

1. The population area was limited to two urban areas

in the State of Oklahoma.

2. Government entities and medical organizations were not included in the survey population.

3. Industries with employee populations of 250 or less were not considered in the information provided by the local Chambers of Commerce, and, therefore, were not considered in the study.

4. The mail out collection technique limited the kind of responses and the raw data base.

Assumptions

Data for the study were obtained from industries in Oklahoma City and Tulsa. The initial survey lists of industries for Oklahoma City and Tulsa were obtained from the local Chambers of Commerce. The study assumed that the lists compiled by the Chambers of Commerce were current and comprehensive. The study assumed that the industries in the locales with employee populations of 250 employees or more utilize management training programs.

Definition of Terms

The following terms were utilized in the study and are defined as follows:

Evaluation Procedures: methods utilized by an organization to determine or measure the results of management training.

External Management Training Program: management train-

ing programs that are conducted by an outside organization, for example, private consultants, universities, and private training companies, for the use of management employees in other organizations.

Industries or Privately Owned Industries: entities which are solely profit based, non-government organizations.

Internal Management Training Program: an organized training plan that is conducted within an organization, by an organization, for the exclusive use of their employees who occupy management positions.

Management: positions which have designated supervisory responsibilities for an organizational unit.

Training: a variety of methods including, but not limited to, classroom, lectures, self directed learning, audio visual, etc., utilized to increase and/or improve the performance of an individual in a given work or skill assignment.

Organization of the Study

The study is organized in five chapters. Chapter I stated the problem, the purpose of the study, the research questions, the limitations of the study, the assumptions of the study, the definition of the terms and the organization of the study. Chapter II is a review of the literature. The review includes a review of dissertations/studies, articles and publications which relate to the study. Chapter III includes the survey group, the questionnaire, the

presentation of methodology in the data collection and the data analysis. Chapter IV states the findings of the data collection and a statistical analysis of the data. Chapter V is a summation of the study, the conclusions, and the recommendations of the study based on the data collection and the review of literature.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purposes of the study were to (1) identify the utilization of management training programs and (2) identify the utilization of evaluation procedures in Oklahoma City and Tulsa. The review of related literature for this study was a select review of contemporary literature pertaining to management programs and the evaluation procedures utilized to determine the effectiveness of the management training programs. The review concentrates on three areas that relate to the study. The three areas of review included: (1) the utilization of management training programs, (2) the kinds or types of evaluation procedures, and (3) the level of utilization of evaluation procedures by industries.

Management Training Programs

The need for and development of management training programs in the United States was initiated, in part, by the scientific management theories of the 1910's and 1920's (Black, 1979). The emphasis of those early management training programs was the development of skilled managers to increase levels of productivity. The purpose of present day

management training programs also emphasizes an increase in the level of productivity and profits (Meidan, 1981). "Every training program is an instance where money spent now is an investment so that improved efficiency or increased profits will be realized later" (Jenness, 1976, p. 4-1).

The development of the management training program is based on a "self-audit" of skills and abilities as required for meeting performance objectives (Hoy, 1981). The organization or industry should be involved in a "self-audit" to determine and assess the particular needs and goals of the industry (Daly, 1976). From the determination of needs and goals, the management training program can be developed by the industry. As noted by Denava (1971):

Production output is of prime importance. . . . Personnel responsible for training programs should never lose sight of the fact that the primary objective of training is to make better employees (p. 118-124).

The development of the management training program is crucial to the success of management training. There should be a pattern or a sequence to the learning experience.

Learning is facilitated if the pattern for the organization of content and learning experiences of the training program provides for the logical and psychological order of learning, i.e., for sequence, cumulative learning, integration, focus - balance of breadth and depth and variety in the modes of learning (Sankar, 1978, p. 94).

The learning pattern chosen by the industry will impact the design of the management training program. The tradi-

tional instructional models with a pedagogical orientation facilitate a structured classroom management training program (Sankar, 1978). The androgogical approach acknowledges the self motivation of the adult learner (Knowles, 1970). The androgogical approach facilitates a self-paced management training program (Tough, 1971). The selection of the management training program will vary with the industries' needs and their managers' skill levels (Warren, 1969). Ultimately, the success of the management training program should be measured by the ability of the program to improve levels of productivity. The purpose of the management training program should not be classroom performance, but rather on-the-job performance (Warren, 1969).

There are a number of training alternatives available to industry in the development of the management training program. One alternative is the utilization of educational facilities (Whitlock, 1976). The academic program may be as simple as a single training session lasting a few days to a management training program ending in a degree or advanced degree (Black, 1979).

Another format for management training programs is the utilization of external training programs (Cantwell, 1976). The external training programs are provided by commercial firms or professional societies that specialize in the training function. The external training may be provided either at a preselected training site or at the industry's work location. The decision to use an external training

program is usually based on three factors: (1) the cost of internal training programs versus external training programs, (2) the need for training expertise and/or training facilities, and (3) the need for training objectivity by the participating industry (Parry, 1976).

The industry may also develop an in-house management training program (Black, 1979). The alternatives for an internal management training program may include one in-house staff trainer, a completely staffed training department, or an entire management training institute (Daly, 1976). According to Black (1979) though,

The complete, company owned management educational complex with sleeping and eating facilities will be reserved for some 30 very large companies, most of which will use their facilities for technical as well as management training (p. 138).

Evaluation Procedures

In order to be cost effective and meet organizational objectives, management training programs should include evaluation procedures (Digman, 1980). As noted by Belasco (1969):

Stimulating this simple growth of evaluation is the desire of the sponsor, the person or organization supporting the change effort, to know if the efforts of the change agent are successful . . . Many managers today look for a similar return on the time and money invested in training (p. 3).

The evaluation procedure is comprised of three major

aspects (Denava, 1971). The initial aspect is an assessment of a change in the employee's behavior. The second aspect of the procedure is to evaluate the training personnel, training methods, and the training techniques of the management training program. The third aspect of the procedure is to determine if the organizational goals and/or objectives have been achieved by the management training program. The evaluation procedure may also provide the necessary information to either redesign management training objectives and/or design new objectives (Hoy, 1981).

The evaluation procedure commences with the planning stages of the management training program (Sankar, 1978). The evaluation procedure must be defined and established as the instructional plan is developed. The evaluation procedure should be conducted through each level of training and at specified intervals (Bass, 1966).

We cannot over emphasize the point that effective evaluation must be a rigorous procedure which uses all the relevant research and experimental techniques available (p. 140).

As the evaluation procedure is utilized during the management training, it should also continue at the end of the training. A follow-up evaluation should also be completed after the trainee returns to the work place (Tracey, 1968).

The selection of the evaluation procedure will differ according to the management's training objectives of the

organization. Some industries utilize evaluation procedures that are based on behavior modifications (Lopez, 1970). Lopez has noted that an evaluation procedure based on behavior modification does not provide conclusive "proof" that performance on-the-job will actually improve.

Industries also use evaluations based on the "happiness index" of the participants (Black, 1979). The individual responsible for the evaluation procedure. . . . (Denava, 1971).

Should never lose sight of the fact that the primary objective of training is to make better employees. All too often, training personnel in a search for the best way to train will stress in their evaluation techniques the question of whether the trainees liked the course or program. The emphasis then is shifted from the question of whether the training program produced better employees to the question of whether the participants enjoyed the course (p. 124).

In other words, training does not necessarily mean success and/or increased productivity on-the-job (Gardner, 1980).

Kirkpatrick introduced a four-stage evaluation procedure which is utilized by some management training programs (Digman, 1980). The stages of the Kirkpatrick model include reaction, learning, behavior, and results. Reaction is a measure of the trainee's happiness with the management training program. Learning indicates whether the management training program accomplished the objectives of the industry. Behavior relates to positive or improved behavioral modifications on-the-job. Results measures the

impact of the management training program on the industry's productivity, cost/profit ratio, quality, etc. The four-stage evaluation procedure is a comprehensive evaluation procedure which encompasses the "happiness index" for the trainee and the productivity/cost concerns of the industry.

Another four-stage evaluation procedure under study by Schwazkopf (1980) is the individual assessment profile. The individual assessment profile (IAP) includes a self-evaluation questionnaire for the intended trainee to complete prior to the designing of the management training program. From the questionnaire, information is compiled indicating present skill levels and areas of skill deficiencies. The training is designed and presented to the trainees. The final stage is another self evaluation and the establishment of an individual improvement strategy.

The IAP evaluation procedure is similar to the "PRE-THEN-POST" procedure (Mezoff, 1981). The "pre-then-post" method of evaluation is a self assessment of the trainee's knowledge, skills, and abilities. This evaluation method has two advantages to the industry. Initially, the cost of administering the "pre-then-post" method is low (Mezoff, 1981). Secondly, the trainee is given the opportunity to estimate his/her skill level before and after the training program (Preziosi, 1983).

Utilization of Evaluation Procedures

Industries are utilizing management training programs

(Smith, 1980). The question is how many industries are also utilizing evaluation procedures. There has been a range of studies to determine the utilization levels of evaluation procedures by industries in the United States.

The Sullivan study concluded that industries were not utilizing the full range of evaluation procedure alternatives (Sullivan, 1970). The study noted a gap between the theories of evaluation procedure and the practice of evaluation procedures by industry. A lack of management interest and understanding of evaluation procedures has lead to the "superficial" and "subjective" utilization of evaluation procedures. A follow-up study by Clegg (1978) reinforced the findings of Sullivan (1970).

The primary evaluation procedure utilized by industries is the "happiness index" or reaction procedure (Digman, 1980). The measurement of productivity and pre-then-post testing is less likely to be utilized by industry. Digman has concluded that industries utilize the basic evaluation procedure ("happiness index") due to the cost factor of other more complex evaluation procedures.

They have concluded that the benefits of more sophisticated measures do not warrant the costs involved in their use. The results are clear-companies employ relatively basic evaluation measures, and roughly half feel that there is no urgent need to change (p. 13).

Managers do not preceive a need for evaluation procedures (Smith, 1980). This perception is due to some managers' inability to utilize and/or understand evaluation

results. Other managers are concerned with the rising cost of administering evaluation procedures.

More money is being spent on management training programs in the 1980's, however fewer industries are utilizing evaluation procedures (Clement, 1979).

Evaluation practices have not improved much since 1970. Furthermore, the outlook for the 1980's shows that evaluation may continue to play a lesser role in management training (p. 12).

CHAPTER III

METHODOLOGY

The purposes of the study were to (1) identify the utilization of management training programs and (2) identify the utilization evaluation procedures in Oklahoma City and Tulsa. The study is organized in four parts: (1) population and sample, (2) instrumental design and development, (3) data collection procedures, and (4) data analysis.

Population and Sample

The study was a survey of industries in Oklahoma City and Tulsa. The study population was restricted to privately owned industries with employee populations of 250 or more employees. Government agencies and medical institutions were not included in the study population for two reasons: (1) The motivation for management training programs and the utilization of evaluation procedures in government agencies and medical institutions are mandated by regulation (i.e. Comprehensive Education and Training Assistance Act) and professional certification (i.e. American Medical Association certification boards); (2) The structure and objectives of the management training programs and evaluation procedures in government agencies and medical institutions

are not dictated by profit.

The source documentation for the population group was obtained from the Chamber of Commerce of each locale. The Chamber of Commerce ranked the industries by employee population clusters, i.e. one cluster group was 400-250 employees, within each employee population cluster, a random sample of industries was selected to receive the questionnaire. A total of 30 industries was selected at random from each locale for the study population. The total study population for the questionnaire mail-out was 60 industries which had no fewer than 250 employees.

Instrumental Design and Development

The study was an adaptation of research studies conducted by Sullivan (1970) and Clegg (1978). The Clegg research study utilized the same questionnaire and population sample that was utilized by Sullivan. Appendix A includes the initial questionnaire used by Sullivan (1970) and the author's permission to reproduce the questionnaire. Appendix B includes the questionnaire used by Clegg (1978) and the author's permission to reproduce the questionnaire. The original questionnaire consisted of forty-two questions on 13 separate pages. The questions were not open ended, but rather were specific statements for response by participants. The original questionnaire was sent, nationally, to 50 presidents of industries as identified by the Fortune 500 corporation list. The original questionnaire was the

basis of the study of management training programs and evaluation procedures in Oklahoma City and Tulsa.

A review committee comprised of members from the doctoral advisory committee and personnel specialists from Tulsa assisted in the development of the final questionnaire. The initial recommendation was made to shorten and generalize the language of the Sullivan questionnaire in order to facilitate the response to the questionnaire. At the suggestion of the committee, the questions were rearranged and the directions were rewritten to provide an even flow to the questionnaire. Questions number 11 and number 12 were additions to the questionnaire. The additional questions were concerned with the projected utilization and funding of evaluation procedures by industries in the coming year. A cover sheet was added to provide demographic information from each participant in the survey. See Appendix D for a copy of the cover sheet.

The final version of the questionnaire consisted of three basic parts or sections (Appendix C). The first section consisted of demographic information from each participant in the survey. The main body of the questionnaire consisted of 12 survey questions or four pages. The questions were open ended with either an accompanying check list or space for voluntary written narratives in order to determine the various type of evaluation procedures utilized by industries in the population group. The second section consisted of questions to establish the local level of par-

ticipation in management training programs. The third section consisted of questions concerning the present and anticipated future utilization of evaluation procedures. Special attention was given to the final printing of the questionnaire. At the recommendation of the review committee, the questionnaire was typeset and printed on quality paper in an attempt to increase the response rate. Special attention was given to the size and style or type, the color of the paper, and the printing of the questionnaire "on the front and back" to minimize the number of pages. The final copy of the questionnaire was reviewed by members of the review committee before being mailed to the sample population.

Data Collection Procedures

The primary data collection technique utilized in the study was a mail-out of the questionnaire. A cover letter was attached to each questionnaire. See Appendix E for a copy of the first cover letter. The cover letter and the accompanying envelope were addressed in a general sense to the personnel director of the specified industry. The cover letter stated the purpose of the questionnaire, that the raw data would be utilized in a dissertation, and assured the confidentiality of the data. A self-addressed and stamped envelope was included with the questionnaire.

The first mailing to the entire population sample group was made the second week of February, 1983. After a two-week period, follow-up calls were made personally to

each non-respondents. A second copy of the questionnaire and a cover letter were then sent to those industries who had not responded (Appendix F). Four weeks after the first mailing a final follow-up call was made. A third and final copy of the questionnaire and a third cover letter was sent to the remaining industries who had not responded to the questionnaire to that date (Appendix G).

Data Analysis

The data analysis techniques utilized in this study were chi-square, mean rank and percentages. The answers for each question were separated according to locale: Oklahoma City or Tulsa. A chi-square test was completed on questions number one, number two and number nine. A mean rank was completed on questions number four-b and number eight. Percentages were tabulated on questions number one, number three, and number nine. Questions number two, number four-a, number five, number six, number seven, number eight, number 10, number 11 and number 12 responses were in a written format.

CHAPTER IV

PRESENTATION OF FINDINGS

The purposes of the study were to (1) identify the utilization of management training programs and (2) identify the utilization evaluation procedures in Oklahoma City and Tulsa. This chapter is organized in five parts as follows: (1) study response rate, (2) analysis of management training, (3) analysis of evaluation procedures, (4) analysis of future utilization, and (5) summary of the findings.

Response Rate

The data for this study were the product or result of a questionnaire mailed out to industries in Oklahoma City and Tulsa. A total of 60 industries were selected by random sample from Oklahoma City and Tulsa. The population sample group was divided into two groups: (1) a group of 30 industries from Oklahoma City and (2) a group of 30 industries from Tulsa. The industries were selected from lists of industries compiled by the Chamber of Commerce of the respective cities. The lists were based on the number of employees in each industry as perceived by the respective Chambers of Commerce. The final selection of the population sample group was made, at random, from the lists.

Medical institutions and government agencies were excluded from the population sample group.

The data was collected during the period of February, 1983 until May, 1983. A total of 19 industries responded from Oklahoma City. The return rate from Oklahoma City was 63 percent. A total of 15 industries responded from Tulsa. The return rate from Tulsa was 50 percent. The overall response rate for the questionnaire from Oklahoma City and Tulsa was 56.5 percent. The response rate per question varied with each question.

Historically, the Sullivan study (1970) had an overall response rate of 100 percent. The Clegg study (1978) had an overall response rate of 86 percent with the same population. In each study, the response rate varied with each question.

Analysis of Management Training

The response to Question one, "Did your company have an in-house management training program during January 1, 1982 to December 31, 1982 time period?" are presented in Table I. One of the purposes of the study was to identify the utilization of management training programs in Oklahoma City and Tulsa. There was a total of 19 responses from Oklahoma City. Nine industries, or 47 percent of the industries, sampled in Oklahoma City had an in-house management training program during January, 1982 and December, 1982. Ten industries, or 53 percent of the industries,

sampled in Oklahoma City did not have an in-house management training program.

From Tulsa, 15 total responses were given for question one. Eight industries, or 53.3 percent of the industries sampled in Tulsa, had an in-house management training program during January, 1982 and December, 1982. Seven industries, or 46.6 percent of the industries, sampled in Tulsa did not have an in-house management training program.

A chi-square was calculated on the number of industries that used in-house management training by locale. The chi-square value was 1.813 (df - 1). The critical value of the chi-square at the .05 level was 3.84. The difference between the utilization of in-house management training programs in Oklahoma City versus Tulsa was not significant at the .05 level.

The responses to Question two-a, "If the answer to question one is NO, please indicate briefly why you believe there was not an in-house management training program," are presented in Table II. Those sampled industries that did not participate in an in-house management training program cited several different reasons for their lack of participation. In Oklahoma City, two of the respondents noted that management training was a natural result of working on the job, and therefore did not require a training program. Four industries cited a slowdown in the economy and a lack of monetary resources for not participating in an in-house management training program. One industry did not parti-

TABLE I
INDUSTRIES WITH IN-HOUSE MANAGEMENT TRAINING
BY LOCATION

Location	Yes		No		Total
	N	%	N	%	N
Oklahoma City	9	47	10	53	19
Tulsa	8	53.3	7	46.6	15
Total	17	100.3	17	99.6	34

critical value χ^2 (df = 1, .05) = 3.84

cipate in an in-house management training program because of the small employee population. One industry utilized unnamed outside sources for training when needed by management. The industry did not have an in-house management training program. One industry did not respond to the question.

In Tulsa, only three industries responded to why they did not have an in-house management training program. One industry utilized on-the-job training rather than an in-house management training program. One industry cited the decline in the economy as its reason for not utilizing an in-house management training program. One industry noted a lack of funds as its reason for not utilizing an in-house management training program. Four industries did not respond to the question.

The responses to Question two-b, "If the answer to question one is YES, please indicate how many employees participated in the management training program," are presented in Table III. There was a wide divergency, by the respondents, in the number of employees per industry that participate in the in-house management training program. The largest participant group was 2,946 participants and the smallest was seven participants. Means were completed on the responses from Oklahoma City and from Tulsa. Of the industries sampled in Oklahoma, a mean of 670 employees participated in an in-house management training program. In Tulsa, a mean of 130 employees participated in an in-house

TABLE II
REASONS FOR NO MANAGEMENT TRAINING
BY LOCATION

	Location	
	Oklahoma City N	Tulsa N
On-the-Job Training	2	1
Economy	3	1
Lack of Funds	1	1
Use Outside Training	1	-
No Answer	1	4

TABLE III

NUMBER OF EMPLOYEES IN TRAINING BY COMPANY AND LOCATION

Location	Employees Participating by Company								Total N	Mean N
	A N	B N	C N	D N	E N	F N	G N	H N		
Oklahoma City	50	7	2946	160	2000	30	20	150	5363	670
Tulsa	120	100	330	84	50	130	97	-	911	130

management training program.

Analysis of Evaluation procedures

The second purpose of the study was to identify the utilization of evaluation procedures in Oklahoma City and Tulsa. The responses to Question three, "Is a formal or official company evaluation procedure utilized to determine the result of impact of the management training program?" are presented in Table IV. There were 10 industries from Oklahoma City that responded to the questions concerning the utilization of evaluation procedures. Seven industries in Tulsa responded to the questions concerning the utilization of evaluation procedures.

In Oklahoma City, three industries, or 30 percent, utilized an evaluation procedure. Seven industries, or 70 percent, had an in-house management training program, but did not utilize an evaluation procedure. In Tulsa, three industries, or 42.9 percent, utilized an evaluation procedure to determine the results of the in-house management training program. Four industries, or 57 percent, did not utilize an evaluation procedure.

The responses to Question four-a, "If the answer to question three is NO, please indicate why a formal evaluation procedure is not utilized in your company to determine the results of the management training program," are presented in Table V. The industries sampled in Oklahoma City and Tulsa were asked to indicate why an evaluation

TABLE IV
INDUSTRIES WITH AN EVALUATION PROCEDURE
BY LOCATION

Location	Yes		No		Total
	N	%	N	%	N
Oklahoma City	3	30	7	70	10
Tulsa	3	42.9	4	57	7
Total	6	72.9	11	127	17

TABLE V
REASONS FOR NO EVALUATION PROCEDURE
BY LOCATION

Reason	Location	
	Oklahoma City N*	Tulsa N*
Lack of Money	1	0
Lack of Time	3	1
Lack of Staff	2	2
Lack of Adequate Evaluation Methodology	4	0
Not Considered to Be Important	0	0
Other		
Training dictated by Cor- porate offices	1	-
Combination of all of the above	-	1
Evaluation Program was voluntary	-	1

*May indicate more than one response per person.

procedures was utilized in their organizations. Some industries had more than one response to the question. In Oklahoma City, a lack of adequate evaluation methodology was the most cited reason, by, for not utilizing an evaluation procedure. In Tulsa, a lack of staff was the reason cited by two industries for not utilizing an evaluation procedure.

The responses to Question four-b, "If the answer to question three is YES, please indicate why your company utilizes a formal evaluation procedure," are presented in Table VI. The industries sampled in Oklahoma City and Tulsa were asked to indicate why an evaluation procedure was utilized in their organizations. The industries ranked their reasons for utilizing an evaluation procedure. In Oklahoma City, four industries responded to the question. The statement receiving the highest ranking was "to measure the trainee's progress of improvement of knowledge, skills, and/or abilities."

The response rate to "why evaluation procedures are utilized by an industry" was low in the Tulsa population sample. Three industries responded to the question. The statement receiving the highest ranking was the same as Oklahoma City "to measure the trainee's progress or improvement of knowledge, skills, and/or abilities."

The responses to Question six, "If the answer to question three is YES, please indicate which evaluation methods and what time frame for each training method are utilized in your formal evaluation procedure," are discussed in the

TABLE VI
RANKS OF REASONS FOR EVALUATION PROCEDURES
BY LOCATION

Reason	Oklahoma City Mean Rank	Tulsa Mean Rank	Overall Mean Rank
Required by Higher Authority	7	7	7
To Justify Training Program	6	2.5	5
To Establish Guide- line for Future Programs	4	2.5	4
To Measure Progress Toward Company's Objectives	2	5.5	2.5
To Measure Trainee's Progress	1	1	1
To Determine Effec- tiveness of Train- ing Staff	5	4.5	6
To Determine if Train- ing Can Contribute More	3	5.5	2.5

following narrative. Due to the narrative responses, there is no table accompanying this question. A concern of the study was to identify which evaluation procedures that industries were utilizing the evaluation management training programs. Three industries in Oklahoma City responded to the question. One industry used a questionnaire to evaluate management training programs. Another industry cited a non-statistical questionnaire and an in-process/follow-up testing technique for evaluating its management training program. The third industry utilized tests and evaluations.

In Tulsa, two industries responded to the question. One industry utilized a formal quantitative questionnaire to evaluate its management training programs. The second industry utilized a questionnaire that was skill oriented to evaluate its management training programs.

The responses to Question six, "Indicate who conducts the formal evaluation procedure for the in-house management training program," are presented in Table VII. The industries were asked to identify who conducts the evaluation procedure for the in-house management training program. Seven industries from Oklahoma City responded to the question while six industries from Tulsa responded. In Oklahoma City, three industries had their training staffs conduct the evaluation procedure. One industry had an ad hoc committee to evaluate management training programs. Another respondent had the employee that was taking the training conduct the evaluation. One industry utilized an inside

utilized an outside consultant or specialist to evaluate the management training program. One industry identified that the employee taking the training conducted the evaluation. An inside specialist was utilized by another industry to evaluate its management training program.

The responses to Question seven-a, "Indicate the degree of responsibility that number six has for the formal evaluation procedure," are presented in Table VIII. The industries indicated the degree of responsibility that the individual conducts the evaluation procedure has for the evaluation procedure. In Oklahoma City, three industries indicated that the individual has full responsibility for the evaluation procedure. One industry indicated that the responsibility was shared with lower levels of management. Another industry indicated that the responsibility was shared with the trainee.

In Tulsa, five industries responded to the degree of responsibility that the individual who conducts the evaluation has for the evaluation procedure. Three industries noted that responsibility for the evaluation procedure was shared with higher levels of management. One industry indicated that the responsibility for the evaluation procedure was shared with lower levels of management. Another industry indicated that the responsibility is shared with the trainee.

The responses to Question seven-b, "Indicate the degree of authority for the formal evaluation procedure," are

TABLE VII
INDIVIDUALS RESPONSIBLE FOR CONDUCTING
EVALUATION BY LOCATION

Individual	Location	
	Oklahoma City N	Tulsa N
Training Staff	3	2
Ad Hoc Committee	1	0
Special Group of In-House Experts	0	0
Employee Taking Training	1	1
Outside Consultant	0	2
Other	2	1

TABLE VIII
DEGREE OF RESPONSIBILITY
BY LOCATION

Level of Responsibility	Location	
	Oklahoma City N	Tulsa N
Full Responsibility	3	0
Share with Higher Levels of Management	0	3
Share with Lower Levels of Management	1	1
Share with Trainee	1	1

cedure was shared with lower levels of management. Another industry indicated that the responsibility is shared with the trainee.

The responses to Question seven-b, "Indicate the degree of authority for the formal evaluation procedure," are presented in Table IX. The industries indicated the degree of authority that the individual who conducts the evaluation procedure has for the evaluation procedure. In Oklahoma City, two industries indicated that the individual made all the final decisions. In one industry, the individual made some of the final decisions. Another industry noted that the individual made recommendations to a higher authority. Two industries noted that the individual had no authority for the formal evaluation procedure.

In Tulsa, three industries responded to the question. Two industries indicated that the individual made some of the final decisions. One industry indicated that the individual made recommendations to a higher authority.

The responses to Question eight, "Indicate, in rank order, the problems your company encounters in the evaluation of in-house management training courses," are presented in Table X. The industries sampled were asked to indicate the problems they had encountered in the evaluation of in-house management training programs. Five industries in Oklahoma City responded to the question. The highest mean ranked answer for Oklahoma City was a lack of staff to complete the evaluation. Three industries in Tulsa

TABLE IX
DEGREE OF AUTHORITY BY LOCATION

Degree of Authority	Location	
	Oklahoma City N	Tulsa N
Makes All Final Decisions	2	0
Makes Some Final Decisions	1	2
Makes Recommendations	1	1
No Authority	2	0

TABLE X

PROBLEMS ENCOUNTERED IN EVALUATION BY LOCATION

Problems	Oklahoma City Mean Rank	Tulsa Mean Rank	Overall Mean Rank
Lack of available evaluation methodology, resources	2	5	2
Lack of staff to complete the evaluation	1	1.5	1
Lack of time	3	4	3.5
Lack of financial resources	5	1.5	3.5
Lack of training in evaluation techniques	4	3	5
Other			
Lack of ideas		*	
No problems		*	
Lack of Management committed		*	

responded to the question. The highest mean ranked answer for Tulsa was also a lack of staff to complete the evaluation. The highest overall mean rank was "a lack of staff to complete the evaluation."

Analysis of Future Utilization

The responses to Question nine, "Does your company plan to initiate and/or continue a formal evaluation procedure in 1983," are presented in Table XI. As a part of the study, the industries were asked to indicate the anticipated utilization of formal evaluation procedures in 1983. Seventeen industries from Oklahoma City responded to the question. Six industries, or 35 percent, in Oklahoma City indicated that an evaluation procedure would be continued and/or initiated in 1983. Eleven industries, or 65 percent, indicated that an evaluation procedure would not be utilized in 1983.

In Tulsa, eight industries responded to the question. Two industries, or 25 percent, indicated that an evaluation procedure would be continued and/or initiated in 1983. Six industries, or 75 percent, indicated that an evaluation procedure would not be utilized in 1983. The chi-square was 7.9732 ($df = 1$). The critical value of chi-square at the .05 level was 6.63. Therefore, the difference between the utilization of evaluation procedures in Oklahoma City and Tulsa is significant at the .05 level.

The responses to Question 10-a, "Briefly state the

TABLE XI
UTILIZATION OF EVALUATION PROCEDURE
IN 1983 BY LOCATION

Location	<u>Yes</u>		<u>No</u>		<u>Total</u>
	N	%	N	%	N
Oklahoma City	6	35	11	65	17
Tulsa	2	25	6	75	8
Total	8	50	17	140	25

critical value (df = 1, .05) = 6.63

reasons you believe a formal evaluation was not done," are presented in Table XII. The individual completing the questionnaire was asked to identify reasons why a formal evaluation was not completed by his industry. Eight industries in Oklahoma City responded to the question. Four industries in Tulsa responded to the question.

The third purpose of the study was to identify the future utilization of evaluation procedure in the sample population. The responses to Question 10-b, "Briefly state the formal evaluation methods, techniques, and/or procedures your company plans to utilize in 1983 to 1984," are presented in Table XIII. Four industries in Oklahoma City and five industries from Tulsa responded to the question.

The response to Question 11, "Indicate approximate budget for the formal evaluation procedure," are discussed in the narrative. The sampled industries were asked to indicate the anticipated budgets for a formal evaluation procedure in 1982 and in 1983. The response rate for Question 11 was negligible. Only one industry in Oklahoma City responded to the question. No industry in Tulsa responded to the question. The single response from Oklahoma City was a \$300.00 budget for 1982 and a \$300.00 budget for 1983.

The response to Question 12, "Briefly state what impact, if any, your company's location in Oklahoma has had on the formal evaluation procedures and methods your company utilizes," are discussed in the following narrative. This

TABLE XII
REASONS FOR NO EVALUATION BY LOCATION

Reason	Location	
	Oklahoma City N	Tulsa N
Lack of Time	1	1
Recession	1	1
Poor Management	1	0
Not Cost Effective	1	0
Done Informally	1	0
Done at the Corporate Level	1	0
Not able to Quantify	1	0
Lack of Staff	0	1
Small Size of Industry	1	0
Reduction in Staff	0	1
Lack of Funds	0	1

TABLE XIII
EVALUATION PROCEDURES TO BE UTILIZED IN
FUTURE BY LOCATION

Reason	Location	
	Oklahoma City N	Tulsa N
Questionnaire	1	2
Tests	1	2
Informal	1	0
Follow-ups	0	1
Not Established	1	0

final question of the study was the location of the industries in the State of Oklahoma. Only one industry indicated a response to the question. An industry in Oklahoma City stated that its evaluation procedure included the use of surveys by mail due to the industry's location in Oklahoma. There were no responses from Tulsa industries.

Summary of Findings

The respondents failed to respond to all of the questions. The response rate was particularly low on questions relating to why evaluation procedures were not being utilized and to questions concerning the future utilization of evaluation procedures. There was not enough information made available by the respondents to statistically show that there was or was not a casual relationship between the economic recession and the utilization of evaluation methods. There was an indication that the future utilization of evaluation procedures would be less than the currently sampled levels of utilization among the responding industries.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of the study were to (1) identify the utilization of management training and (2) identify the utilization of evaluation procedures in Oklahoma City and Tulsa. This chapter is organized in three parts as follows: (1) summary of the study, (2) conclusions and (3) recommendations for future study.

Summary of the Study

The purposes of the study were to (1) identify the utilization of management training and (2) identify the utilization of evaluation procedures in Oklahoma City and Tulsa. Sixty industries were chosen by random sample to participate in a mail-out questionnaire. The response rate from Oklahoma City was 63 percent. The response rate from Tulsa was 50 percent. The overall response rate for the questionnaire from Oklahoma City and Tulsa was 56.5 percent. The response rate per question varied according to the industry's level of participation in management training programs and utilization of evaluation procedures.

The utilization of an in-house management training

program was not significantly different in Oklahoma City and Tulsa. In Oklahoma City, 47 percent of the population sampled utilized an in-house management training program. In Tulsa, 53.3 percent of the population sampled, utilized an in-house management training program. The major reason cited for not participating in an in-house management training program by the respondents was the economy.

The utilization of evaluation procedures by the responding industries in Oklahoma City and Tulsa was limited to a mean of 36.45 percent. A lack of adequate evaluation methodology and a lack of staff were the most cited reasons for not utilizing an evaluation procedure by the sample population. For those industries utilizing an evaluation procedure, the most frequently cited problems with procedure included a lack of financial resources, a lack of time, and a lack of training in evaluation techniques.

The sampled industries utilized a variety of evaluation procedures, including questionnaires, non-statistical self evaluations, follow-up evaluations and skill-oriented tests. The evaluation procedure, in the Oklahoma City and Tulsa industries sampled, was conducted by the training staff in the majority of responses. The responsibility for the evaluation procedures primarily resided with the individual conducting the evaluation for respondents in Oklahoma City. In the Tulsa industries surveyed, the individual conducting the evaluation shared the responsibility for the evaluation procedure with higher levels of

management.

The data of the impact of the economic recession on the utilization of evaluation procedures were insufficient to determine a casual relationship. There was also not enough information available to determine the reason or reasons for the decline in the level of utilization of evaluation procedures. The study did indicate that a mean rank of 30 percent of the sample population might be anticipating a future utilization of evaluation procedures.

Conclusions

This study identified the degree to which industries in Oklahoma City and Tulsa utilize management training programs and evaluation procedures.

The following are conclusions from the study.

1. This study identified the utilization of management training programs, in Oklahoma City and Tulsa, among responding industries with 250 or more employees.
2. This study suggested that there was no significant difference in the utilization of management training programs in Oklahoma City versus Tulsa.
3. This study identified the limited utilization of evaluation procedures by responding industries in Oklahoma City and Tulsa.
4. This study cited a lack of staff and a lack of available evaluation methodology and resources as possible reasons for the low utilization rate of evaluation proce-

dures.

5. The anticipated future utilization levels of evaluation procedures might be less than the current utilization levels of evaluation procedures.

Recommendations for Future Study

The study was the first academic study to investigate the utilization of management training programs and the utilization of evaluation procedures, inclusive, of Oklahoma City and Tulsa. The following are recommendations for future study in Oklahoma City and Tulsa.

1. Further research is needed to determine and assess any patterns or changes in the utilization of management training programs and the utilization of evaluation procedures in Oklahoma City and Tulsa.
2. Further research is needed to determine if there is a statistical relationship between economic trends and the utilization of management training programs and the utilization of evaluation procedures.
3. Future studies could increase the sample size in an attempt to increase the response rate.
4. Future studies might investigate the utilization of different innovative methods or sources for gathering future data.
5. In addition to receiving the industrial listings from the Chambers of Commerce, a future study could

also contact local professional societies to identify industries and establish an avenue for contact.

6. As an alternative, the study could sample types of industries to determine if the utilization levels vary according to the type or kind of industry.
7. Future research could investigate the impact of local academic institutions on the utilization levels of management training programs.
8. Future research could investigate the impact of local academic institutions on the types of management training programs utilized by industries in Oklahoma City and Tulsa.
9. Future research could investigate the impact of local academic institutions on the utilization levels of evaluation procedures.
10. Future research could be completed to determine the impact of local academic institutions on the types of evaluation procedures utilized by industries in Oklahoma City and Tulsa.
11. Future study could be conducted to identify what, if any, changes occur in management training programs as a result of findings from evaluation procedures.

RECOMMENDATIONS FOR PRACTICE

This study identified the utilization of management training programs and evaluation procedures by industries in Oklahoma City and Tulsa.

The following are recommendations for practice from the study.

1. Industries, in Oklahoma City and Tulsa, could use evaluation procedures in order to justify the utilization of management training programs and in order to determine the "effectiveness" of the training.
2. Academic institutions, in the locales, could make evaluation methodology and resources more readily available to industries.
3. Industries could combine staff expertise, time, and available resources in order to minimize the expense of evaluation procedures.
4. Industries could utilize a variety of evaluation procedures instead of limiting utilization of evaluations to "happiness index" procedures, ie. how much the trainee enjoyed the training facilities.
5. Local professional organizations and societies could assist industries in development of economical and effective evaluation procedures.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE UTILIZED
BY SULLIVAN (1970)

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YOUR ORGANIZATIONAL LEVEL:

CORPORATE DIVISIONAL PLANT
 (Line Out the Two Not Applicable)

Survey Questionnaire on Evaluation of
 Formal In-house Management Training Programs
 in American Industry

PART I: Concerning aspects of your formal in-house management training program in general -- questions 1 through 11:

1. By whom are management training needs determined in your company? Please indicate percentage that each applicable response represents (%).
 - a. Top management determines the needs.
 - b. The training staff determines the needs.
 - c. An ad hoc committee determines the needs.
 - d. An outside consultant determines the needs.
 - e. Other:
2. From what source do management training needs tend to stem in your company? (%)
 - a. From observation of what other companies are doing.
 - b. From an analysis of performance appraisals.
 - c. From an analysis of company operational results and weaknesses.
 - d. From an analysis of management literature.
 - e. From suggestions from all levels of management.
 - f. From advice from outsiders, consultants and others.
 - g. Other:
3. In general, how are participants for management training courses designated in your company? (%)
 - a. They are invited to attend on a purely voluntary basis.
 - b. They are directed and expected to attend.
 - c. They are selected from a list of applicants.
 - d. They are selected from a list of management nominees.
 - e. Other:
4. Who determines what in-house management training course objectives should be in your company? (%)
 - a. Top management.
 - b. The training staff.
 - c. An ad hoc committee.
 - d. An outside consultant.
 - e. Other:
5. With respect to in-house management training course objectives, which one of the following is most appropriate for your courses, (✓)?
 - a. No objectives are stated.
 - b. Objectives are stated in broad terms of developing understandings and/or acquaintance with subject matter.
 - c. Objectives are stated in general terms of developing knowledge, skill or attitude.
 - d. Objectives are stated in terms of specific quantified results to be achieved such as "cut turnover by 20%."

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6. Who designs your in-house management training courses (selects content, designates teaching methods, schedules presentations)? (%)
- The training staff.
 - An ad hoc committee.
 - Outside consultants.
 - University officials.
 - Other.
7. Please rank the following common management training focuses in the order of degree of emphasis in your overall in-house management training program. Use number 1 to indicate the area of greatest emphasis, number 2 next, and so on.
- Human relations.
 - Decision-making.
 - Functions of the organization (Engineering, Marketing, Personnel, etc.).
 - Orientation on company policies and procedures.
 - Principles and functions of management (planning, controlling, etc.).
 - Conceptual skills development.
 - Administrative skills development.
 - Leadership.
 - Other: _____
8. Which of the following do you regard as the top two motivation forces for participants in your management training programs? (Indicate by 1 and 2).
- An earnest desire on the part of the trainee to learn.
 - Trainee belief that training will lead to promotion, a better job, and more pay.
 - A desire to impress other trainees.
 - A desire to impress superiors.
 - A desire to impress peers and subordinates.
 - A desire to impress the instructor.
 - Pride in having been selected as a participant.
 - Fear of consequences of not doing well.
 - Other: _____
9. Please indicate in rank order which source of faculty you have found to be most effective for in-house formal management training courses. Use number 1 to indicate the most effective source, number 2 next, and so on.
- University teachers.
 - Consultants.
 - In-house executives.
 - Speakers Bureau instructors.
 - Noted scholars and authorities.
 - Training staff instructors.
 - Other: _____
10. How do you assess the management climate within your organization with respect to encouraging the transfer of management training from the classroom to the job, (✓)?
- The management climate is highly supportive of training.
 - The management climate is generally passive with respect to management training -- neither for nor against.
 - The management climate is volatile with respect to management training -- supportive sometimes and hostile other times.
 - The management climate is typically hostile to management training output.
11. Please indicate where your annual increment of participants in some form of formal management training will receive their training during a normal year: (%).
- Will attend in-house courses.
 - Will attend university programs.
 - Will attend association or society programs such as AMA or SAM.
 - Will attend hotel or motel type seminars put on by a travelling team.
 - Will attend some combination of the above.
 - Other: _____

PART II: Concerning evaluation of your formal in-house management training courses -- questions 12 through 23:

12. Who conducts the evaluation effort on your in-house management training programs, (✓)?

- a. The training staff.
- b. An ad hoc committee.
- c. A special group of in-house measurement or control experts.
- d. An outside consultant or specialist.
- e. Other:

13. Please indicate your degree of responsibility for management training evaluation, (✓)?



14. Please indicate your degree of authority for management training evaluation, (✓)?

- | | |
|--|--|
| <ul style="list-style-type: none"> a. Fully responsible. b. Share the responsibility with others at same or higher level. c. Share the responsibility with others at lower levels. d. No responsibility in this field. | <ul style="list-style-type: none"> a. Make all final decisions. b. Make some final decisions. c. Make decision recommendations to higher authority. d. No authority in this field. |
|--|--|

15. This question seeks to determine WHAT you evaluate.

To determine how effective a given management training course is, an investigator may choose to examine one, several or perhaps many of the following aspects of that course to gain evaluation evidence. Please rank these aspects in the order in which you actually rely upon them in practice as course effectiveness indicators for your management training courses. Use number 1 to indicate the aspect you rely upon primarily, number 2 next, and so on. For all those aspects you do not normally consider in routine course evaluation, mark "0." A blank space is provided for the write-in of any evaluation indicator you use which is not listed.

EVALUATION IS BASED ON:

- a. How well the course was planned (objectives and content).
- b. How well the course was presented (quality of instruction, adherence to training principles, use of proper methods).
- c. How much the course cost.
- d. How well the course attended.
- e. Degree of student participation.
- f. Quality of students selected.
- g. Degree of student motivation.
- h. Reaction of students to training.
- i. Reaction of instructor(s) to course effectiveness.
- j. Reaction of management to the training product.
- k. Reaction of students, peers and subordinates to the student.
- l. Change in knowledge possessed by student.
- m. Change in skills possessed by student.
- n. Change in attitudes possessed by student.
- o. Change in performance on the job.
- p. Change in company operating results traceable to training.
- q. Extent of continued demand for the course.
- r. Other:

16. This question seeks to determine HOW you evaluate.

The method used to evaluate a management training course depends upon (1) what aspect of the course you are trying to evaluate (course design, course presentation or course outcomes such as changes in knowledge, skill, attitude or company operating results), and upon (2) how good an evaluation job you are trying to accomplish. Evaluation methodology ranges from simple to sophisticated, and often several methods are used to evaluate a given course to insure coverage of several aspects of the training and/or to increase validity of the evaluation effort. Following is a fairly exhaustive listing of the numerous evaluation methods known to be sometimes used in industry to evaluate management training courses. Please indicate by a check (✓) in the appropriate spaces the degree to which you actually utilize any of these various methods to evaluate your typical management training courses.

Some of the methods involve timing for which the following definitions apply: Before means prior to course start or during opening sessions of course; End of course means during closing sessions; and Post course means some period of time after course completed like 6 months or a year.

☐

If you make no attempt at all to evaluate management training courses, please put a check (✓) in this box and skip to question 17. A check in this box means course value is taken on faith.

Degree Method Used to Evaluate Typical Management Courses			
Used		Used	
50-90%		10-50%	
Always	of the	of the	Never
Used	time	time	Used

- Informal collection of passing comments.
- A set of anecdotal records is kept.
- Evaluation is based on attendance records.
- Evaluation is based on student participation.
- Evaluation is based on short quizzes given during course.
- Hour-by-hour student reaction reports during course.
- Observe degree to which principles of learning observed in conducting course.
- End of course student course evaluation sheet.
- End of course report by instructor.
- End of course achievement or performance tests or attitude measures:
 - With a control group used.
 - Without a control group used.
- Before and end of course achievement or performance tests or attitude measures:
 - With a control group used.
 - Without a control group used.
- Before and post course reaction of superiors, subordinates and/or peers to changes observed:
 - With a control group used.
 - Without a control group used.
- Post course reaction of superiors to before course expectations stated.
- Post course reaction of superiors, subordinates and/or peers to changes observed:
 - With a control group used.
 - Without a control group used.
- Post course on-the-job survey of trainees (questionnaire and/or interview).
- Post course achievement or performance test or attitude scale to measure retention and/or on-the-job behavior.
- Before and post course survey or operations audit of various aspects of company operations which training is expected to influence.

Continued

This question continued on next page.

16. Continued --

Degree Method Used to Evaluate
Typical Management Courses

	Used 50-90% of the time	Used 10-50% of the time	Never Used
Always Used			

- Post course survey or operations audit of various aspects of company operations which training is expected to influence.
- Evaluation is based on continued demand for courses.
- Determine extent to which trainees are progressing (promotion, more pay & responsibility).
- Spot checks by outside consultants.
- Other _____.

17. Following is a listing of 12 reasons for management training evaluation which have been gleaned from the literature on the subject of evaluation. From your knowledge of training evaluation in industry, which of these do you think the evaluators in industry regard as the three most important reasons (indicate in left hand column by 1, 2 and 3). Which of these would you personally regard as the 3 most important reasons for evaluation if you were going to make a case for evaluation (indicate by 1, 2 and 3 in the second column).

Probable Top 3 Industry Reasons	Personal Top 3 Best Reasons
<u>Rank:</u>	<u>Rank:</u>

Reasons for Evaluation

- a. Required by higher authority.
- b. Evaluation is intrinsically good.
- c. To justify existence of training function.
- d. To help sell training throughout industry.
- e. To give trainers a sense of accomplishment.
- f. To make trainees feel important.
- g. To establish guidelines for future programs.
- h. To determine if there is a pay off.
- i. To find out where improvement is required.
- j. To measure progress toward objectives.
- k. To determine effectiveness of training staff.
- l. To find out how training can contribute more to profit, growth and survival of the firm.
- m. Other _____.

18. Following is a listing of 12 reasons for not evaluating management training which have been gleaned from the literature on the subject of evaluation. From your knowledge of training evaluation in industry, which of these do you think the non-evaluators in industry regard as the three most important reasons (indicate in left hand column by 1, 2 and 3). Which of these would you personally regard as the 3 most reasonable reasons for non-evaluation if you were going to make a case for non-evaluation (indicate by 1, 2 and 3 in the second column).

Probable Top 3 Industry Reasons	Personal Top 3 Best Reasons
<u>Rank:</u>	<u>Rank:</u>

Reasons for Non-Evaluation

- a. Trainers are afraid of what they may find out.
- b. Too few trainees involved to make it worth while.
- c. It would probably cost too much.
- d. There is probably not enough time.
- e. Laziness on the part of the training staff.
- f. Training officials do not see the value of evaluation.
- g. Responsible officials do not know how to go about evaluating.
- h. Inability to assemble essential expertise to permit evaluation.
- i. Don't know what to evaluate because of foggy objectives.
- j. Frightened to try evaluation because of complexity of the process.
- k. It is not required, so why bother.
- l. Inability to secure necessary cooperation within the firm to permit effective evaluation.
- m. Other _____.

19. All five of the following may operate as constraints to your in-house management training program evaluation effort. Please rank them in order of severity of constraint. Use number 1 to indicate greatest constraint, number 2 next, and so on.

- a. Lack of money.
- b. Lack of time.
- c. Lack of expertise.
- d. Lack of necessity to evaluate.
- e. Lack of adequate evaluation methodology.

20. How do you justify management training fund requirements? (%)

- a. By evaluation results of past training conducted.
- b. By insuring a favorable return on investment in dollars and cents terms.
- c. As a fixed percent of some figure such as last year's profit or sales.
- d. Whatever is required for courses planned -- no special justification required
- e. By using previous year's level.
- f. Other:

21. Please indicate the priority in which you would like to see meaningful training research results on the following. Use number 1 to indicate the top priority item, number 2 next, and so on.

- a. What to teach in management training courses.
- b. How to teach management.
- c. How to measure management training effectiveness.
- d. How to determine management training needs.
- e. How to select and motivate students for management training.
- f. Transfer of training from classroom to job.
- g. Other: _____

22. What do you consider to be the most pressing problem, weakness or shortcoming you are encountering with respect to the evaluation of formal in-house management training courses?

23. What changes, either short range or long range, do you plan to make on your in-house management training courses evaluation program?

PART III. Concerning your professional opinion on training evaluation in general and your degree of satisfaction with your own management training program. A review of the past twenty years' literature on training evaluation points up many opposing points of view, positions held and suggestions of strengths and weaknesses in evaluation. The following 5 questions are designed to establish a present day status and predict a trend on many of these issues from the point of view of training and development officials.

24. Considering the following 9 sets of paired statements, which item of each set, "A" or "B", most nearly represents your point of view? Please indicate your choice by placing a check (✓) in either "A" or "B" of each set below.

EXAMPLE SET:

- A. "Good guys" wear white hats.
- B. "Good guys" don't wear hats.

FIRST SET:

- A. The primary purpose of training evaluation should be to insure survival of the training function.
- B. The primary purpose of training evaluation should be to provide a basis for refining the training effort.

SECOND SET:

- A. When it comes to evaluation of management training you have to take it pretty much on faith.
- B. Trainers must insist on vigorous evaluation of management training efforts notwithstanding difficulties which might be involved.

THIRD SET:

- A. If training fails to carry over to the job, that is not the fault of the training effort, nor should the training effort be held responsible.
- B. On the job behavior is the end product of training, and if there is no transfer (carry over to the job) then training has not done its job.

FOURTH SET:

- A. One trainer cannot borrow evaluation results from another.
- B. All trainers should make use of the results of evaluations made by others.

FIFTH SET:

- A. First you determine course or session content and from this you develop the objective of the training course or session.
- B. First you determine the course or session objective and then you develop the content of the training course or session.

SIXTH SET:

- A. Quizzes, examinations and homework assignments are generally to be avoided in management training programs.
- B. Quizzes, examinations and homework assignments are useful adjuncts to management training programs and should be used freely.

SEVENTH SET:

- A. Only one level of management should be included in any given management training course in order to promote free expression of ideas during class sessions.
- B. Entire work teams involving several levels of management should be trained together, because if all levels are trained together they will work better together later on.

EIGHTH SET:

- A. Money spent on management training should be regarded as an expense item in the company financial accounts.
- B. Money spent on management training should be regarded as a capital investment in company financial accounts.

NINTH SET:

- A. The trainee himself is among the best able to give a reasoned and valid evaluation of a course in which he has participated.
- B. The trainee himself is among the least able to give a reasoned and valid evaluation of a course in which he has participated.

25. The following list of statements represents value judgments concerning training and evaluation. Some of these statements have been gleaned from the literature of the past 20 years concerning training evaluation and may no longer be pertinent or true. To get an up-to-date reaction to some of these concepts or ideas, will you please indicate by a check (✓) in the appropriate space if you now agree, disagree or if you are undecided based on your current awareness of training and training evaluation in industry in general, but not necessarily in your firm.

Agree Disagree

EXAMPLE: Training Directors are helpful to each other.

✓

- A. No single method of measuring is universally useful in training evaluation.
- B. People who really learn are made uncomfortable by the training situation, hence have a deep (perhaps unconscious) resentment about the whole process.
- C. Whatever exists at all, exists in some amount and whatever exists in amount can be measured.
- D. Military education is one of the most highly developed and best arranged education programs in the world.
- E. If a trainee learns a skill in training he then has the ability to use it on the job, provided he is motivated to do so and environmental influences do not restrain him.
- F. Many "trainers" do not really know what they are doing, and are simply taking advantage of the willingness of enterprises to pay for anything called "training."
- G. It is necessary to use a measure other than the trainee's opinion to evaluate the results of a training course.
- H. Management training should be handled in the finance accounts as a capital investment rather than as a period expense.
- I. Because management training is an investment in human capital, there should be some tax deduction associated with the outlays of funds for training purposes.
- J. High scores on training tests generally indicate that training will be applied on the job.
- K. Companies in the same community should make more of an effort to join forces to offer a combined set of management training courses at one site for all participating companies.
- L. Formal management training programs in industry should be done away with altogether.
- M. Most management training evaluation efforts in industry are superficial and subjective.
- N. There is no evidence that Human Relations training increases productivity or supervision quality.

25. Continued --

Agree ? Disagree

- O. For every true professional in education in industry there are a dozen amateurs, filled with vaporous schemes, programs without objective, unrelated to the needs of the economy and their firm, and desultory in their results.
- P. In general, company courses are one of the few tools of the executive department that have probably been used too much rather than too little.
- Q. Training officials can figure out needs and objectives easily enough -- why should it be so difficult to figure out evaluation?
- R. Concerning executive development, we still deal largely with opinions and proceed by trial and error -- we tend to oversimplify and to expect too much too soon.
- S. Unless training officials in industry do a better job in evaluation of procedures, theories and techniques, the training function in industry may cease to exist.
- T. Too many management training programs are flying blind because they are not followed by evaluation of results.
- U. If a trainee learns a skill, attitude or some fact in a management training course and fails to apply it on the job it may be said that training has failed.
- V. On-the-job training is more effective as a management development method than is formal classroom training, therefore training directors should now address their efforts to OJT and away from formal classroom training.
- W. Members of management training courses expect to have course examinations and quizzes and prefer having them to not having them.
- X. A corporation with a vigorous management training program underway is more likely to be successful than one without such a program.
- Y. Supervisors tend to be ill at ease and will not contribute freely to training sessions in the presence of higher levels of management in the classroom.
- Z. Supervisory development is doomed unless top management really wants it and is willing to pay the price.
- AA. Evaluation design should be built into a training course at the time the course is designed.
- BB. In-house executives are generally more effective instructors than instructors brought in from the outside.
- CC. Good human relations may not show up in lower costs and higher profits immediately, but over the long run investment in human relations training will show a positive return on the investment made.

25. Continued --

Agree 7 Disagree

- DD. Most firms which spend money on training regard the expenditure as an investment in human capital rather than as an expense of doing business.
- EE. Secondary education in the U. S. should be taken over by business and industry to best prepare citizens to earn their livelihood.
- FF. The impact on the participants for a given body of instruction (say 40 hours worth) is greater if the instruction is spread out over a larger period of time (say 10 weeks) than if concentrated into a short period (such as 1 week).

26. Please indicate by a check (✓) in the appropriate blank space following each of the following questions, your degree of satisfaction:

If you are not sure, write in "Undecided."

Degree of Satisfaction

Very Satis- fied	Satis- fied	Dissat- isfied	Very Dissat- isfied
—	—	—	—

EXAMPLE: With your degree of authority.

- A. With the quality of output from your management training courses as compared to that of industry in general?
- B. With your overall management training program as compared to that of industry in general?
- C. With your management training evaluation program as:
- (1) compared to what is possible to be done?
- (2) compared to what is being done in industry?
- D. With the quality of output from your management training courses as compared to the output from comparable university or association offerings?
- E. That you are getting your money's worth from managerial training?
- F. With the value of canned courses offered by specialists from outside the firm (communications, human relations, creative thinking, etc.)?
- G. With the adequacy of course objectives statements in your management training courses?
- H. With the adequacy of individual session objectives statements in your management training courses?
- I. With the degree to which evaluation is tied to objectives of your management training courses?
- J. That you have adequate in-house expertise available to you to conduct your evaluation effort?
- K. With funds allocations in your company for management training programs?

26. Continued --

Degree of Satisfaction

Very				Very
Satis-	Satis-	Dissat-	Dissat-	
fied	fied	ified	ified	

- L. With the degree of authority you have over the training evaluation effort in your company?
- M. With the use of films, training aids, TV and teaching machines in your management training effort?
- N. With the degree to which you are consulted with respect to management development activity?
- O. That policies governing management operations in your company are revised to keep in step with training?
- P. That your management training graduates are permitted and encouraged to apply what they have learned in class?
- Q. That you are kept aware of long range plans and short term programs in your company?
- R. That top management members in your company are willing to be the first ones trained, to accept new ways of thinking and acting, and thus setting the example for all managers?
- S. With the content of your management training programs?
- T. With the teaching methods employed by your teaching staff whether insiders or outsiders?
- U. With your level in the organizational hierarchy of your firm?
- V. With the methods used in your company to determine management training needs?
- W. With your ability to calculate rate of return on your management training expenditures?
- X. With the quality of training literature available?
- Y. With the quality of training research being accomplished and reported in the literature?
- Z. With the adequacy of student selection practices in your organization?
- AA. That line officials at all levels in your organization are fulfilling their responsibility toward furthering the development of their own subordinates?

27. Management training in industry has undergone a rapid growth since the early 1950's. What trend do you predict for the future, (✓)?

For the Next 5 Years	From 5 to 10 Years into the Future	From 10 to 20 Years into the Future
----------------------------	--	---

- a. It will grow more.
- b. It will level off.
- c. It will decline.

28. Is it going to become more difficult in industry to secure management training dollars without better management training evaluation or will faith alone in the value of management training be enough to justify the continued high level investment in this activity?

PART IV: Concerning you personally and your job. The characteristics of the respondent group is an important element of information in a research report of the type contemplated, and if omitted it leaves open logical questions regarding the research design and the validity of the findings. Additionally, interesting correlations can be made between various respondent groupings and other questions in the questionnaire if the personal data is obtained. Accordingly, answers to the following questions are sought in support of a thorough research job. Simply omit any of the following questions that you do not want to answer.

29. What is your job title? _____

30. What is the job title of your immediate superior? _____

31. Please circle the number of job levels there are between your position and the position of the chief executive at your organizational level. Zero means you report directly to the chief executive, 1 means your boss reports to him, etc.

32. Time in current position, (✓)?

- a. Less than 1 year
- b. 1 - 3 years
- c. 3 - 7 years
- d. 7 - 12 years
- e. Over 12 years; _____

33. Size of training staff, (✓)?

- a. None other than self
- b. 1 to 3 persons
- c. 4 - 7
- d. 8 - 15
- e. 16 - 25
- f. Over 25; _____

34. What were your two previous positions prior to your current position?

	<u>TITLE</u>	<u>THIS FIRM?</u>	<u>TIME</u>
Previous Position	_____	Yes No	_____ Months
Before That	_____	Yes No	_____ Months

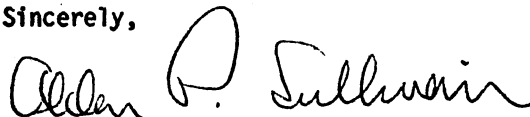
9 AUG 1984

Ms. Sandra Kaye Rana
2526 West 68th Place
Tulsa, Oklahoma 74132

Dear Ms. Rana:

Permission is granted to Ms. Sandra Kaye Rana of Tulsa, Oklahoma to include the dissertation questionnaire from my dissertation An Analysis of Management Training Program Evaluation Practices in American Industry (1970) as an historical reference appendix to a dissertation she is preparing, entitled A Study of the Utilization of Management Training and Evaluation Procedures in Oklahoma City and Tulsa. This permission is granted with the understanding that Ms. Rana will appropriately attribute the work, will note that it's copyrighted, and include a caveat along with the questionnaire that the questionnaire is not to be used nor reproduced further in whole or in part without first obtaining my permission.

Sincerely,

A handwritten signature in cursive script that reads "Alden P. Sullivan".

Alden P. Sullivan, DBA
2410 N. Vermont Street
Arlington, VA 22207

APPENDIX B

QUESTIONNAIRE UTILIZED

BY CLEGG (1978)

EVALUATION OF MANAGEMENT TRAINING PROGRAMS

1. Does your company conduct in-house management training programs?
☐ a. YES
☐ b. NO
2. Who conducts the evaluation effort on your in-house management training programs?
☐ a. The training staff
☐ b. An ad hoc committee
☐ c. A special group of in-house measurement or control experts
☐ d. An outside consultant or specialist
☐ e. Other
3. Please indicate your degree of responsibility for management training evaluation.
☐ a. Fully responsible
☐ b. Share the responsibility with others at same or higher level
☐ c. Share the responsibility with others at lower level
☐ d. No responsibility in this field
4. Please indicate your degree of authority for management training evaluation.
☐ a. Make all final decisions
☐ b. Make some final decisions
☐ c. Make decision recommendations to higher authority
☐ d. No authority in this field
5. What do you consider to be the most pressing problem, weakness, or shortcoming you are encountering with respect to the evaluation of formal in-house management training courses?
☐ a. Trouble with management
☐ b. Lack of standards and yardsticks
☐ c. Lack of time
☐ d. All other reasons (list)
☐ f. None

6. What changes, either a short range or long range, do you plan to make in your in-house management training courses evaluation program?

- _____ a. None
- _____ b. Behavioral objectives and changes
- _____ c. All other reasons (list)

7. This question seeks to determine WHAT you evaluate

Please rank the following aspects of evaluating a given management training program in the order in which you actually rely on them in practice as course effectiveness indicators. Use number 1 to indicate the aspect you rely on primarily, number 2 next, and so on. Mark "0" for those aspects you do not normally use. A blank space is provided for the write-in of any evaluation indicator you use which is not listed.

7. (Continued)

Evaluation is based on:

- _____ a. How well the course was planned (objectives and content)
- _____ b. How well the course was presented (quality of instruction, adherence to training principles, use of proper methods)
- _____ c. How much the course cost
- _____ d. How well the course was attended
- _____ e. Degree of student participation
- _____ f. Quality of students selected
- _____ g. Degree of student motivation
- _____ h. Reaction of students to training
- _____ i. Reaction of instructor(s) to course effectiveness
- _____ j. Reaction of management to the training product
- _____ k. Reaction of students, peers and subordinates to the student
- _____ l. Change in knowledge possessed by student
- _____ m. Change in skills possessed by student
- _____ n. Change in attitudes possessed by student
- _____ o. Change in performance on job
- _____ p. Change in company operating results traceable to training
- _____ q. Extent of continued demand for the course
- _____ r. Extent to which the course was recommended by company management
- _____ s. Reaction of the local training group
- _____ t. Other _____

8. All five of the following may operate as constraints to your in-house management training program evaluation effort. Please rank them in order of severity of constraint. Use number 1 to indicate greatest constraint, number 2 next, and so on.

- _____ a. Lack of money
- _____ b. Lack of time
- _____ c. Lack of expertise
- _____ d. Lack of necessity to evaluate
- _____ e. Lack of adequate evaluation methodology

9. How do you justify management training fund requirements
(in percentage %)

- _____ % a. By evaluation results of past training conducted
- _____ % b. By insuring a favorable return on investment in dollars and cents terms
- _____ % c. As a fixed percentage of some figure such as last year's profit or sales
- _____ % d. Whatever is required for course planned -- no special justification required
- _____ % e. By using previous year's level
- _____ % f. Other _____

10. This question seeks to determine HOW you evaluate.

Often several methods are used to evaluate a given management training course to insure coverage of several aspects of the training and/or to increase validity of the evaluation effort. The following listing contains numerous evaluation methods used in industry to evaluate management training programs. Please indicate by a check () in the appropriate spaces the degree to which you actually utilize any of these various methods to evaluate your typical management training course.

Some of the methods involve timing for which the following definitions apply: Before means prior to course start or during opening sessions of the course; End of course means during closing sessions; and Post course means some period of time after course completion, such as 6 months or a year.

If you make no attempt at all to evaluate management training please put a check () in this box and skip to question 11. A check in this box means course value is taken on faith.

This question continued on next page

10. (Continued)

	<u>Degree Method Used to Evaluate Typical Management Courses</u>			
	<u>Always Used</u>	<u>Used 50-90% of the Time</u>	<u>Used 10-50% of the Time</u>	<u>Never Used</u>
- Informal collection of passing comments.....	_____	_____	_____	_____
- A set of anecdotal records is kept.....	_____	_____	_____	_____
- Evaluation is based on attendance records.....	_____	_____	_____	_____
- Evaluation is based on student participation.....	_____	_____	_____	_____
- Evaluation is based on short quizzes given during the course....	_____	_____	_____	_____
- Hour by hour student reaction reports during course.....	_____	_____	_____	_____
- Observe degree to which principles of learning observed in conducting courses.....	_____	_____	_____	_____
- End of course student course evaluation sheet.....	_____	_____	_____	_____
- End of course report by instructor.	_____	_____	_____	_____
- End of course achievement or performance tests or attitude measures:	_____	_____	_____	_____
With a control group used.....	_____	_____	_____	_____
Without a control group used.....	_____	_____	_____	_____
- Before and end of course achievement or performance tests or attitude measures:	_____	_____	_____	_____
With a control group used.....	_____	_____	_____	_____
Without a control group used.....	_____	_____	_____	_____
- Before and post course reaction of superiors, subordinates and/or peers to changes observed:	_____	_____	_____	_____
With a control group used.....	_____	_____	_____	_____
Without a control group used.....	_____	_____	_____	_____
- Post course reaction of superiors to before course expectations stated.....	_____	_____	_____	_____
- Post course reaction of superiors, subordinates and/or peers to changes observed:	_____	_____	_____	_____
With a control group used.....	_____	_____	_____	_____
Without a control group used.....	_____	_____	_____	_____

This question continued on next page

10. (Continued)

	<u>Degree Method Used to Evaluate</u> <u>Typical Management Courses</u>			
	<u>Always</u> <u>Used</u>	<u>Used</u> <u>50-90%</u> <u>of the</u> <u>Time</u>	<u>Used</u> <u>10-50%</u> <u>of the</u> <u>Time</u>	<u>Never</u> <u>Used</u>
- Pre and post course achievement or performance tests:				
With random assignment to control/ experimental groups.....	_____	_____	_____	_____
Without random assignment to control/experimental groups.....	_____	_____	_____	_____
- Post course on-the-job survey of trainees (questionnaire and/or interview).....	_____	_____	_____	_____
- Post course achievement or performance test or attitude scale to measure retention and/or on-the-job behavior.....	_____	_____	_____	_____
- Before and post course survey or operations audit of various aspects of company operations which training is expected to influence..	_____	_____	_____	_____
- Post course survey or operations audit of various aspects of company operations which training is expected to influence.....	_____	_____	_____	_____
- Evaluation is based on continued demand for courses.....	_____	_____	_____	_____
- Determine extent to which trainees are progressing (promotion, more pay & responsibility).....	_____	_____	_____	_____
- Spot checks by outside consultants.	_____	_____	_____	_____
- Return on the dollar investment in the course.....	_____	_____	_____	_____
- Other.....	_____	_____	_____	_____

11. Following is a list of 12 reasons for management training evaluation which have been gleaned from the literature on the subject of evaluation. From your knowledge of training evaluation in industry, which of these do you think the evaluators in industry regard as the three most important reasons (indicate in left hand column by 1, 2 and 3). Which of these would you personally regard as the three most important reasons for evaluation if you were going to make a case for evaluation (indicate by 1, 2 and 3 in the second column).

This question continued on next page

11. (Continued)

Probable	Personal
Top 3	Top 3
Industry	Best
Reasons	Reasons

REASONS FOR EVALUATION

- | | | |
|-------|-------|--|
| _____ | _____ | a. Required by higher authority |
| _____ | _____ | b. Evaluation is intrinsically good |
| _____ | _____ | c. To justify existence of training function |
| _____ | _____ | d. To help sell training throughout industry |
| _____ | _____ | e. To give trainers a sense of accomplishment |
| _____ | _____ | f. To make trainers feel important |
| _____ | _____ | g. To establish guidelines for future programs |
| _____ | _____ | h. To determine if there is a pay off |
| _____ | _____ | i. To find out where improvement is required |
| _____ | _____ | j. To measure progress toward objectives |
| _____ | _____ | k. To determine effectiveness of training staff |
| _____ | _____ | l. To find out how training can contribute more to profit, growth and survival of the firm |
| _____ | _____ | m. Other _____ |

12. If your answer to question 1 was "NO", indicating that you do not now conduct in-house management training courses, please check the reason(s) such courses are not conducted.

- | | |
|-------|--|
| _____ | a. Such courses are conducted by methods other than in-house: |
| _____ | 1. Conducted at colleges or universities |
| _____ | 2. Conducted at outside agencies (AMA type) |
| _____ | 3. Conducted through self-study or correspondence courses |
| _____ | 4. Other _____ |
| _____ | b. Such courses were discontinued due to lack of interest by top management |
| _____ | c. Such courses were discontinued due to lack of interest by potential attendees |
| _____ | d. Such courses were discontinued for financial reasons |
| _____ | e. Other _____ |

13. Following is a listing of 13 reasons for not evaluating management training which have been gleaned from literature on the subject of evaluation. From your knowledge of training evaluation in industry, which of these do you think the non-evaluators in industry regard as the three most important reasons (indicate in the left hand column by 1, 2 and 3). Which of these would you personally regard as the three most reasonable reasons for non-evaluation if you were going to make a case for non-evaluation.

Probable	Personal
Top 3	Top 3
Industry	Best
<u>Reasons</u>	<u>Reasons</u>

REASONS FOR NON-EVALUATION

- | | | |
|-------|-------|--|
| _____ | _____ | a. Trainers are afraid of what they may find out |
| _____ | _____ | b. Too few trainees involved to make it worthwhile |
| _____ | _____ | c. It would probably cost too much |
| _____ | _____ | d. There is probably not enough time |
| _____ | _____ | e. Laziness on the part of the training staff |
| _____ | _____ | f. Training officials do not see the value of evaluation |
| _____ | _____ | g. Responsible officials do not know how to go about evaluating |
| _____ | _____ | h. Inability to assemble essential expertise to permit evaluation |
| _____ | _____ | i. Don't know what to evaluate because of foggy objectives |
| _____ | _____ | j. Frightened to try evaluation because of complexity of the process |
| _____ | _____ | k. It is not required, so why bother |
| _____ | _____ | l. Inability to secure necessary co-operation within the firm to permit effective evaluation |
| _____ | _____ | m. Previous evaluation results have been misused |
| _____ | _____ | n. Other _____ |

2647 Barrington Dr.
Toledo, OH 43606
July 31, 1984

Ms. Sandra Kaye Rana
2526 West 68th Place
Tulsa, OK 74132

Dear Ms. Rana:

You have my permission to use my dissertation questionnaire in the Appendix to your dissertation. As you are aware, my study was a replication of an earlier one conducted by Dr. Sullivan; therefore, I assume you will also be requesting his permission.

As I indicated in our telephone discussion, I would be interested in receiving a summary of your final conclusions.

Best of luck in your doctoral program.

Sincerely,

William H. Clegg
William H. Clegg

APPENDIX C

FINAL QUESTIONNAIRE

Directions:

Please complete the following survey questions. Base the answers on a January 1, 1982 to December 31, 1982 time period. For the purpose of this survey, in-house management training programs is defined as any training provided to improve the skills, knowledge, and/or abilities of employees charged with administrative or supervisory responsibilities within your particular company.

1. Did your company have an in-house management training program during January 1, 1982 to December 31, 1982 time period? _____ Yes _____ No

- 2a. If the answer to question one is NO, please indicate briefly why you believe there was not an in-house management training program. Upon completing question 2a., please turn to page 4 of the survey to complete the survey.

- 2b. If the answer to question one is YES, please indicate how many employees participated in the management training program. _____ Number

3. Is a formal or official company evaluation procedure utilized to determine the result of impact of the management training program? _____ Yes _____ No

- 4a. If the answer to question three is NO, please indicate why a formal evaluation procedure is not utilized in your company to determine the results of the management training program. Upon completing question 4a., please turn to page 4 of the survey to complete the survey. Check all those that apply.
 - a. _____ lack of money
 - b. _____ lack of time
 - c. _____ lack of staff
 - d. _____ lack of adequate evaluation methodology
 - e. _____ not considered to be important
 - f. _____ other. Please specify _____

- 4b. If the answer to question three is YES, please indicate why your company utilizes a formal evaluation procedure. Rank the answers in order of importance. One is the highest ranking, seven is the lowest.

- a. _____ required by higher authority
- b. _____ to justify the training program
- c. _____ to establish guideline for future programs
- d. _____ to measure progress toward company objectives
- e. _____ to measure the trainee's progress or improvement of knowledge, skills, and/or abilities
- f. _____ to determine the effectiveness of the training staff
- g. _____ to determine if the management training program can contribute more to the profit, growth and/or survival of the firm
- h. _____ other _____

5. If the answer to question three is YES, please indicate which evaluation methods and what time frame for each training method are utilized in your formal evaluation procedure.

6. Indicate who conducts the formal evaluation procedure for the in-house management training program.

- a. _____ the training staff
- b. _____ an ad hoc committee
- c. _____ a special group of in-house measurement or control experts
- d. _____ the employee taking the training
- e. _____ an outside consultant or specialist
- f. _____ other. Please specify _____

7a. Indicate the degree of responsibility that #6 has for the formal evaluation procedure.

- a. _____ full responsibility
- b. _____ share the responsibility with higher levels of management
- c. _____ share the responsibility with lower levels of management
- d. _____ share the responsibility with the trainee

7b. Indicate the degree of authority for the formal evaluation procedure.

- a. _____ makes all final decisions
- b. _____ makes some final decisions
- c. _____ makes recommendations to a higher authority
- d. _____ no authority

8. Indicate, in rank order, the problems your company encounters in the evaluation of in-house management training courses. One is the highest rank.

- a. _____ lack of available evaluation methodology, resources
- b. _____ lack of staff to complete the evaluation
- c. _____ lack of time
- d. _____ lack of financial resources
- e. _____ lack of training in evaluation techniques
- f. _____ other. Please specify _____

9. Does your company plan to initiate and/or continue a formal evaluation procedure in 1983?

_____ Yes _____ No

10a. Briefly state the reasons you believe a formal evaluation was not done.

10b. Briefly state the formal evaluation methods, techniques, and/or procedures your company plans to utilize in 1983 to 1984.

11. Indicate approximate budget for the formal evaluation procedure.

a. _____ January '82 - December '82

b. _____ January '83 - December '83

12. Briefly state what impact, if any, your company's location in Oklahoma has had on the formal evaluation procedures and methods your company utilizes.

Please return the survey to the following address by April 15, 1983.
Thank you very much for completing this survey.

Sandra Kaye Rana
2937 West 66th Street
Tulsa, Oklahoma 74132

APPENDIX D

COVER SHEET

DEMOGRAPHIC INFORMATION

**A SURVEY OF
EVALUATION TECHNIQUES UTILIZED
TO
EVALUATE IN-HOUSE MANAGEMENT TRAINING PROGRAMS**

Directions:

Please complete the following demographic information. Base employment data as of December, 1982.

Name of the company _____

Mailing address _____

Number of employees working in Oklahoma _____

Number of management employees working
in Oklahoma _____

Number of employees who provide in-house
management training programs _____

How many years has the company been
located in Oklahoma? _____

Did the company relocate to Oklahoma? _____

Name and title of the individual completing this survey

_____ Date _____

APPENDIX E

FIRST COVER LETTER

SANDRA KAYE RANA
2937 W. 66th Street
Tulsa, Oklahoma 74132

February 16, 1983

Dear Sir:

In order to complete my doctoral program with Oklahoma State University, I am required to prepare a dissertation on "human resource management." I have chosen as my topic, "A Survey of the Evaluation Techniques Utilized to Evaluate In-House Management Training Programs by Businesses in Oklahoma City and Tulsa."

Sixty businesses have been selected to participate in this survey on the basis on employee population. Your business in one of these selected participants. Enclosed is the survey and a self-addressed, stamped envelope for your convenience. Please return this by March 4, 1984, so that I may complete my dissertation in a timely manner. All information received on the questionnaire shall be kept strictly confidential.

Thank you for your consideration; your assistance and cooperation will enable me to complete my doctoral studies.

Sincerely,

Sandra Rana

:jl
Enclosures

APPENDIX F

SECOND COVER LETTER

SANDRA KAYE RANA
2937 W. 66th Street
Tulsa, Oklahoma 74132

March 9, 1983

Dear Sir:

In order to complete my doctoral program with Oklahoma State University, I am required to prepare a dissertation on "human resource management." I have chosen as my topic, "A Survey of the Evaluation Techniques Utilized to Evaluate In-house Management Training Programs by Businesses in Oklahoma City and Tulsa."

Sixty businesses have been selected to participate in this survey on the basis on employee population. Your business in one of these selected participants. Enclosed is the survey and a self-addressed, stamped envelope for your convenience. Please return this by March 25, so that I may complete my dissertation in a timely manner.

Thank you for your consideration; your assistance and cooperation will enable me to complete my doctoral studies.

Sincerely,

Sandra Rana

:jl
Enclosures

APPENDIX G

FINAL COVER LETTER

SANDRA KAYE RANA
2937 W. 66th Street
Tulsa, Oklahoma 74132

March 31, 1983

Dear Sir:

In order to complete my doctoral program with Oklahoma State University, I am required to prepare a dissertation on "human resource management." I have chosen as my topic, "A Survey of the Evaluation Techniques Utilized to Evaluate In-house Management Training Programs by Businesses in Oklahoma City and Tulsa."

Sixty businesses have been selected to participate in this survey on the basis on employee population. Your business in one of these selected participants. Enclosed is the survey and a self-addressed, stamped envelope for your convenience. Please return this by April 15, so that I may complete my dissertation in a timely manner.

Thank you for your consideration; your assistance and cooperation will enable me to complete my doctoral studies.

Sincerely,

Sandra Rana

:jl
Enclosures

2
VITA

Sandra Kaye Rana

Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF THE UTILIZATION OF MANAGEMENT
TRAINING AND EVALUATION PROCEDURES IN
OKLAHOMA CITY AND TULSA

Major Field: Occupational and Adult Education

Biographical:

Education: Received Bachelor of Arts in Political Science from Keuka College in 1975; received Master of Arts in Political Science/Public Administration from Oklahoma State University in 1976; completed requirements for Doctor of Education degree at Oklahoma State University in December, 1984.

Professional Experience: Personnel Assistant, Tulsa County, Tulsa, Oklahoma, 1982-1984; Adjunct Professor, Tulsa University, Tulsa, Oklahoma, 1982-1984; Adjunct Professor, Tulsa Junior College, Tulsa, Oklahoma, 1982-1984; Personnel Management Specialist, United States Office of Personnel Management, Dallas, Texas, 1979-1980; Chief Personnel Officer, Creek Nation, Okmulgee, Oklahoma 1976-1979; Graduate Assistant, Oklahoma State University, Stillwater, Oklahoma, 1975-1976; Research Assistant, United State Senator James L. Buckley, Washington, D.C., 1974-1975.